

drunkards, habitual criminals, and those who refuse to work, while with regard to sterilisation he is not prepared for any wholesale or drastic measures, contenting himself with the suggestion that for sexual and some special types of criminals measures other than those hitherto in use should be seriously considered by the State.

Most eugenicists will be strongly in favour of his programme for positive eugenics, which includes biological teaching in schools and universities, an institute for genealogical research and a State laboratory for eugenics, maternal insurance, and other protective measures of a pre-natal nature, and last but by no means least, a regulation of taxation and wages for those with families to support.

It may be mentioned, in conclusion, that one of the most interesting pieces of original research work carried on by Dr. Mjöen in his laboratory at Winderen has been the measurement of the musical quality in a great number of individuals as a means of throwing light on the problem of the inheritance of mental characteristics.

The volume indeed treats of so many and such varied matters of interest from the point of view both of the scientific investigator and the practical reformer that it is to be regretted no English or French translation is available.

N. A.

Harman, N. BISHOP. *Slaying the Plague.* Methuen and Co.; 1917; pp. 120; 1s. net.

THIS is a small book forming one of Methuen's Health Series. It is really readable, which many small books are not, and in these days, when so many pessimists write books that must be intended to make our flesh creep, it is a relief to come across one which is truthful and wholesome as well as cheering. The keynote of the book is struck on page 5, where the union of two cells is described so arrestingly "like unto the pair that were lost in the making of it but better, stronger and fitter to carry on the torch of life." No doubt Elijah's lament "I am not better than my Father" was based on this great desire—to see the next generation better than his own and his great fear that it was not to be fulfilled. The chapter on "Sex and the Individual" is an excellent short statement of a difficult subject. It might with advantage be read by all boys and girls; they could get nothing but good from it.

The notes on Report of Commission on Venereal Disease—the plague referred to in the title, of course—are well done, and the Local Government Board scheme plainly described. The present writer is not at one with the author in his desire for the immediate suppression of quacks. The British nation does not stand compulsory measures well, which, indeed, often defeat their own ends and make the evil they are trying to combat worse. Moreover, there will probably be little need to "set people's backs up" by doing this, because if the Government scheme succeeds and the work outlined in it is properly and thoroughly done by the medical profession, the quacks will die a natural death. It is a great thing that this great sore has been brought out into the open and looked at frankly, and a wholesome book like the present one makes us feel that at the worst things are not so bad as so many pessimistic croakers would have us believe.

J. W.

Cabot, E. L., and Eyles, E. *Character Training.* A Suggestive Series of Lessons in Ethics. Geo. Harrap and Co.; 1916; pp. 384; price 3s. net.

THIS is a volume of moral tales for use in the elementary school. Written in the first instance for American children, it has been adapted for use in English schools. It still, however, has its transatlantic origin written all over it. Reading matter is provided for eight years, and for each year a special topic is dealt with. These topics are:—Helpfulness, Home Life, Work, Golden Deeds, Loyalty, Friendship, Patriotism,

Choosing a Calling. It is not quite clear if the book is intended for the teacher to read from or whether it is for the class. If the latter, we object to the title "Character Training" and to the prefatory remarks on ethical training. Some of the stories are good, but they could probably be made better use of if they occurred in an ordinary "reader" and not in a special "moral manual." M. W. K.

Meredith, C. M. *The Bearings of Modern Psychology on Educational Theory and Practice.* Constable; 1916; pp. 140; price 1s. 6d.

THIS little book is correct in subject matter, as far as it goes, but it is difficult to say for what kind of reader it is intended. If it is for the teacher who has a smattering of psychology he will not find much there that he did not know before; while the teacher without psychology may be disposed to think that the psychology in this volume does not contribute much to educational practice. If, on the other hand, the book is intended for the teacher in training, or, as the reference to Montessori suggests, the kindergarten teacher, it is far too abstract and condensed to make a useful impression. In a way, this is not Miss Meredith's fault. We believe it to be impossible to make an exposition of 138 pages which shall at once give the principles of psychology, illustrate their bearing on education, and act as a stimulus to young or uninterested teachers. For such an audience a very concrete treatment is needed. A book on instinct with plenty of instances, a book on animal ways and animal modes of acquiring experience. Stories about monkeys and dogs and cats and racoons, and a comparison of their behaviour with that of children. This is surely the proper introduction to the subject, and it can be followed up by actual experiment on children in school. It is quite true that a text-book might be needed to accompany such reading, but a text-book of this kind should contain more definite facts, measurements, and statistics than this of Miss Meredith's. The beginner's book in educational psychology has not yet been written, and we do not believe that it can be a short one. M. W. K.

Binet, ALFRED, and Simon, TH. (1) *The Development of Intelligence in Children.* Translated by Elizabeth S. Kite. Publications of the Training School, Vineland, New Jersey. No. 11; May, 1916; pp. 336.

Binet, ALFRED, and Simon, TH. (2) *The Intelligence of the Feeble-minded.* Translated by Elizabeth S. Kite. Publications of the Training School, Vineland, New Jersey. No. 12; June, 1916; pp. 328.

THESE two volumes contain eight articles by Binet, written either separately or in collaboration with Dr. Simon. They deal for the most part with the intelligence of normal or subnormal children. Originally published in *L'Année Psychologique*, they are now translated literally and conscientiously into English. Everyone will be grateful to the enterprise which has collected these papers from the scattered volumes of a foreign periodical, translated them and issued them together, so that the continuity of thought and development of view can be apprehended beneath all the suggestiveness and versatility that characterised the work of a man like Binet. The volumes are illustrated each by a frontispiece—photographs of Binet and of Simon. To each a preface has been added by the editor, Dr. Goddard.

The papers included in the translation are the following:—The Necessity of Establishing a Scientific Diagnosis of Inferior States of Intelligence, New Methods for the Diagnosis of the Intellectual Level of Subnormals, The Application of the New Methods to the Diagnosis of Normal and Subnormal Children in Institutions and in the Primary Schools, The Development of Intelligence in the Child, New Investigations upon the Measure of the Intellectual Level among School Children,